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BOOK-NOTES

PUFFER, J. ADAMS. *Vocational Guidance*. Chicago: Rand McNally & Co., Pp. 294. Illustrated.

That children need vocational as well as other forms of guidance is readily admitted by all. It should not require three hundred pages to make this clear to the average teacher. Unfortunately Mr. Puffer seems to feel that vocational guidance is something new and unheard of in the field of education, and, therefore, it is necessary to launch out on a campaign for its introduction. He may be right. However, the book which he has written fails to tell the average teacher how to organize vocational guidance in connection with her pupils. The book is very well written in a simple and direct style apparently with the purpose of popularizing the subject. But it does not tell one how to organize and administer vocational guidance in small communities. What is needed now in this newer field is three hundred pages of directions telling *how* to introduce the work successfully.

HILL, MABEL. *The Teaching of Civics*. (Riverside Educational Monographs.) Boston: Houghton Mifflin Co., 1914. Pp. x+146. \$0.60.

The latest of the Riverside Educational Monographs, on the purpose and method of civics instruction in our public schools, is undoubtedly the outgrowth of a practical pedagogical experience. The first 28 pages of the 139 in the text announce the author's basic principles. "Good citizenship cannot be reached through glittering generalities as to loyalty to country," but it must come through awakening the spirit of co-operation by bringing the pupils into intimate contact with concrete civic problems. We are warned against the memorizing of a "dreary array of words" describing the organism and functions of government. The method of attack should be inductive. The teacher is to make every effort to develop foundation habits of good citizenship in work and play.

The author reiterates a truism too frequently forgotten by teachers: "A preparation for social and political duties includes a constant teaching of ethics."

In the second part are suggested 24 practical lessons in applied civics. These cover such subjects as community health, immigration, public utilities, etc. The lessons culminate in the framework and functions of the state.

It is a significant fact that a woman should be a pioneer in the teaching of civic responsibility.

SMALL, WALTER HERBERT. *Early New England Schools*. Boston: Ginn & Co., 1914. Pp. 401. \$2.00.

Early New England Schools is an exceedingly valuable contribution to the history of American education. It furnishes many concrete instances illustrative of the school practices of Colonial New England, presented in the forceful, if somewhat rugged, style of Mr. Small, with copious quotations from original sources.

The work is intended as a sourcebook rather than a history of education, but the material is organized in such a way that it gives the best outline we have of the colonial

schools of New England. The historical value of the study would have been greatly increased if the sources of important quotations had been more definitely indicated.

This book represents the type of study that must be made of the schools of other sections of the country before we can have an adequate history of education in America.

VINCENT, H. D. *Vocational Arithmetic*. Boston: Houghton Mifflin Co., 1914. Pp. 126. \$0.55.

A somewhat elementary attempt to combine arithmetic, spelling, and business forms. The book is "vocational" only in so far as it deals with some 68 occupations, each of which is assigned a lesson. There are 100 lessons in all. The opponent of vocational education will find plenty of ammunition in the heterogeneous list of occupations chosen: livery business, shoe-shining, the Chinese laundry, garbage collecting, wood-sawing, landscape gardening are a few of the most amusing. It is these topics which make the book "vocational."

JELLIFFE, R. A. *A Handbook of Exposition*. New York: Macmillan, 1914. Pp. viii+222. \$0.90.

A selection of material intended to illustrate the best expository models. An introduction of 16 pages discusses the writing of a composition, amplification, and analysis of models. The author attempts to point out definitively what the pupil should gain from each model in the book.

D. O. C.

BOGART, E. D., and THOMPSON, C. M. *Exercise Book in Economic History of the United States*. New York: Longmans, Green & Co., 1914. Pp. 63. \$0.50.

A book of charts and outline maps to be filled in by college students. Directions for each are given, reading-references appended, and each task is made to suggest topics for written work. Of possible service in advanced high schools.

HANMER, Lee F., and PERRY, CLARENCE ARTHUR. *Recreation in Springfield, Illinois*. New York: Department of Recreation, Russell Sage Foundation, 1914. Pp. 133. \$0.25.

Part of the Springfield Survey. Discusses all of the present aspects of recreation in Springfield and lays down a program for the future. Thorough, like all the publications of the Sage Foundation. Illustrated. Paper binding.

HARDY, ASHLEY K. (editor). *Wildenbruch's "Das edle Blut."* New York: Henry Holt & Co., 1914. Pp. viii+112. \$0.35.

Wildenbruch's trifle on German school life made into a text by the addition of an introduction, exercises, notes, and vocabulary. Will a healthy American high-school student react very favorably toward this ultra-pathetic tale of "das kleine L."?

Latin and Greek in Education. University of Colorado Bulletin, Vol. XIV, No. 9. Boulder, Colo., 1914. Pp. 37.

Nine pithy articles setting forth the need of classical training for the general student, the scientist, the scholar in literature, the engineer, the lawyer, the philosopher, and the biologist.

HARRISON, E. STANLEY (editor). *A Spanish Commercial Reader*. Boston: Ginn & Co., 1914. Pp. 238. With notes and vocabulary. \$0.90.

A business-like reader purporting to make the student familiar with business terms in Spanish countries. The articles deal with trade, the history of commerce, office equipment, etc. Business forms in Spanish are included.

FOGHT, H. W. *Danish Elementary Rural Schools with Some Reference to Seminaries for the Training of Rural Teachers*. U.S. Bureau of Education Bulletin, 1914, No. 24. Whole No. 598. Washington: Government Printing Office, 1914. Pp. 45+iv. \$0.10.

A thorough, if brief, compendium of information. A companion pamphlet to the author's earlier *The Danish Folk High Schools*. Both of special interest to agricultural high schools.

GOBDES, W. H., and BUSCHEK, H. U. *Deutsche Grammatik. Der grammatische Teil des Sprach- und Lesebuches in deutscher Fassung*. New York: Henry Holt & Co., 1914.

As the title indicates, a reprinting of Part II (pp. 192-276) of the author's larger text. Entirely in German. Paper covers.

WALKLEY, R. L. *Bibliography of the Relation of Secondary Schools to Higher Education*. U.S. Bureau of Education Bulletin, 1914, No. 32. Whole No. 606. Washington: Government Printing Office, 1914, Pp. 57+iv. \$0.10.

Includes everything of importance in the discussion of the subject for the past ten years; before that, only the most accessible material.

BARDEEN, C. W. *The Girl from Girton and Other Stories about Schools*. Syracuse: C. W. Bardeen, 1914. Pp. 234+xxxii.

Mediocre fiction about school-teachers—to be taken *cum grano salis*.

LAW, FREDERICK HOUK (editor). *Tales and Poems by Edgar Allan Poe*. With an introduction and notes. New York: Charles E. Merrill Co., 1914. Pp. 323. Illustrated. \$0.40.

Twelve tales and eleven poems are selected. The introduction and notes are gratefully brief.